

The Call for Experiential Learning and Educational Outsourcing

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The Call for Experiential Learning and Educational Outsourcing: Business Proposal for Nova SBE and Dialog Social Enterprise

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Abstract

In the past couple of years, universities and colleges have started introducing social entrepreneurship education and social enterprise initiatives within their curricula. Research has identified social entrepreneurship education as a different kind of education that is best delivered with experience and practice. Despite the theoretical nature of higher education, universities and colleges are capable of equipping and training students with the skills to start or join a social venture, however, with the transformation of their current approaches. While practice-based training in the form of case studies and writing business plans has proven beneficial, especially in the field of social entrepreneurship, this paper aims to bring into light the existing body of knowledge on the importance of experiential learning and educational outsourcing. Although done within the formal walls of universities and colleges, with the help of social entrepreneurs and social enterprises, the classroom can be altered to represent the real world provoking experience that can impact attitudes and intentions. Based on the review of the literature on social entrepreneurship and social ventures, this data is analyzed to set later the ground for a proposal of a potential partnership between Nova School of Business and Economics and Dialog Social Enterprise.

Keywords: Social Entrepreneurship, Social Enterprises, Experiential Learning, Educational Outsourcing

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INTRODUCTION

In response to the worldwide social and environmental crises, it has been of great interest to business schools to promote social, innovative, and sustainable programs and activities among their communities of students, faculty, and staff in the past couple of years. This interest can be easily witnessed in the increase of socially driven courses that encourage business graduates to pursue careers and develop projects in the social sector (Brock & Steiner, 2009; Hockerts, 2018). The introduction of such courses is of vital importance because universities and colleges play a significant role in shaping the attitudes of tomorrow's active leaders and citizens, pushing them toward ethical and sustainable decision making for the success of their wellbeing, businesses, and community (Neal, 2016). However, given the theoretical nature of the higher education curriculums, critics argue that these efforts remain unfit to the true nature of the field (Gundlach & Zivnуска, 2010; Wilson, 2016). Therefore, taking into account the recency and necessity of launching social entrepreneurship education and social enterprise initiatives in universities, education must consider particular features that make up social entrepreneurship and social enterprises to deliver it with full effectiveness and efficiency (Douglas, 2015).

As Douglas (2015) puts it, social entrepreneurship is a practice. It is a must for students to engage with practitioners of the field to adequately understand the complexity of the existing challenges to require the skills and knowledge needed to propose feasible solutions (Douglas, 2015). Although studies on the effect of social entrepreneurship education remain little compared to entrepreneurship education, there exists an ample amount of studies of the suggested pedagogies to approach this growing field to ensure greater impact over students' intentions and attitudes. While social entrepreneurship education can increase self-efficacy, perceived social support, and social entrepreneurial intentions, it is proven that the more engaged students are in experiential

learning, the greater the recognized outcomes (Hockerts, 2018). In addition to that, it is essential to involve social entrepreneurs and practitioners of the field in developing these experiential learning activities to replicate an interactive environment as close to real world.

Given the different range of teaching methods to deliver social entrepreneurship education, each with different limitations, this paper aims to call out universities to reconsider their social entrepreneurship education by prioritizing experiential learning by partnering with different social enterprises. Therefore, this research will be divided into two sections. The first section will utilize secondary literature focused on the definition of social entrepreneurship and social enterprises in context and current approaches adopted by higher education that sets the grounds for an improved and productive framework when designing social entrepreneurship education with impact. Then, the second section will introduce a business proposal between Nova School of Business Economics and Dialog Social Enterprise. This proposal highlights the opportunities and benefits of the partnership, as well as, the execution strategy.

LITERATURE REVIEW

Social Enterprise and Social Entrepreneurship in Context

Social entrepreneurship, despite the controversy over the actual definition, is the process of developing organizations with social missions addressing critical and neglected social issues while being commercially viable (Gundlach, 2010). This controversy is due to the development of a broad range of business structures, such as non-government organizations (NGOs), non-profit, full profit and hybrid social enterprises, in which each holds different weights of social value creation and economic activities (Maniam, Engel,& Subramaniam, 2018). This makes it difficult to define social entrepreneurship, as well as social enterprises that can fall under any of the

previously mentioned structures. Therefore, as an evolving field that has emerged in recent years in academia, there is still no legitimate or consistently used definition for social enterprises. However, it is considered a catalyst approach to tackle the unprecedented and most pressing social and environmental problems using entrepreneurial market-based tactics and hybrid practices to create social change (Meng, 2016). Social enterprises are real organizations that support the economy and create jobs while leveraging their resources in a way that allows them to prioritize social impact first and profit second. With that said, it is also important to note that although interconnected, social entrepreneurship and social enterprises are two separate concepts where social enterprises don't necessarily have to be entrepreneurial in nature or managed by social entrepreneurs (Maniam, Engel,& Subramaniam, 2018). It is better thought that these two concepts go hand in hand, achieving similar outcomes.

In summation, what differentiates commercial enterprises and entrepreneurship from social enterprises and social entrepreneurship is the focus on tackling the ignored needs of society for a healthier environment. This births many opportunities for development and innovation, including the creation of a just social equilibrium system, also known as social value creation. In addition to that, social entrepreneurship and social enterprises seek to empower all stakeholders, which yield more significant benefits through collective actions on a broader scale than commercial enterprises. This empowerment establishes an image demanded by the people of the society that will, directly or indirectly, push more businesses to adopt sustainable and ethical practices that add on to the never-ending cycle of benefits (Maniam, Engel,& Subramaniam, 2018). However, with these benefits and opportunities comes hindering challenges and barriers.

One of these challenges is organizational complexity, which can be due to the need to have social and economic competence at an operational level. Some studies argued that a social

organization could lose its legitimacy which is, in other words, the capability to maintain and obtain resources, due to the firm's lack of focus on either of the weights or due to the pressure that oneself can have to thrive their enterprise while creating enough value for all stakeholders (Maniam, Engel,& Subramaniam, 2018). The consequences of such uncertainty can gamble the enterprise image and identity, thus leading it off the tracks. Another common challenge would be scalability, which is the degree to which an enterprise can grow and expand. The ability to scale up can be hard to achieve due to several reasons, such as the lack of social networks and inadequate funding. It can be difficult for social entrepreneurs to diffuse impact and social change in some resistant regions due to the existence of stronger social factors with greater social power such as commercial competitors, government officials, the media, celebrities, and others (Maniam, Engel,& Subramaniam, 2018). Unlike commercial enterprises with the sole focus on return, it is challenging for social entrepreneurship to appear reliable and appealing to potential investors, which results in the dependence on several income investments, could be commercial, in order to finance their projects (Lumpkin et al., 2013). Finally, we add to the list of hurdles the talent gap. It is important to note that a different set of talents and skills is required in each phase along the journey of any social venture (Deiglmeier & Greco, 2018). Although leadership and creativity can set off an enterprise from the initiation phase; however, as operations mature, more specialized skills are required to sustain the growth (Deiglmeier & Greco, 2018).

Given the complexity of the field's underlying obstacles, educating students about social entrepreneurship and social enterprises requires more than offering business education with some understanding of social issues (Douglas, 2015). In her work, Douglas (2015), has identified some crucial features that make up social entrepreneurship for universities to consider when designing their programs and curriculum. First and foremost, social entrepreneurship is a practice. Social

entrepreneurship is the process of acting to benefit the public and not just a feeling of empathy or pity given from a distance (Douglas, 2015). It is a process that aims to drive change, which sets it apart from charities and NGOs. Therefore, aside from knowledge, it requires skills that are done and not just discussed by those engaging in the field. Second, it is a complex process that operates with contradictory tasks in which an enterprise is expected to balance the social and economic goals while satisfying different stakeholders. This demands innovation and creativity, which is another important aspect of social entrepreneurship. Therefore, it is not sufficient to teach business management and expect participants to establish their intended objectives with basic knowledge and principles. Finally, social entrepreneurship involves collaborative work and strong support systems (Douglas, 2015). This requires networks and partnerships with various parties to achieve certain goals. Therefore, students need to understand business processes and how society operates to evaluate various change mechanisms and strategies in the diverse circumstances in which they work.

Higher Education Current Initiatives and Approaches

Debbi Brock and Susan Steiner (2009) conducted a study on the challenges and best practices for social entrepreneurship education by examining the widely used academic materials and pedagogies in 107 social entrepreneurship courses. In their research, they uncovered that the first social entrepreneurship course ever to be introduced was in the U.S. during the mid-1990s at Harvard University. Whereas in Europe, it was only introduced later in 2003. In addition to that, they also revealed that the first research to cover social entrepreneurship was conducted in 2002 by the ASHOKA foundation, while the first handbook to be published was two years afterwards in 2004. They emphasized that at that time, the leading universities in the U.S. and abroad were both mutually dynamic in introducing social entrepreneurship courses and programs. These

courses mainly focused on educating students on innovative and sustainable approaches to address overlooked yet rising social issues with a fifty percent classroom experience and fifty percent practice-based learning.

Nevertheless, the rest of the universities examined in their research proved only to incorporate one to two courses on social entrepreneurship in their curriculum intended only to give an overview of some aspects of the field (Brock & Steiner, 2009). Upon their examination of 107 social entrepreneurship syllabi from 72 colleges and universities, their findings disclosed that there wasn't one classical set of course materials used by the faculty. Mainly because there weren't any academic textbooks and enough empirical studies to set the standard pedagogy of teaching social entrepreneurship at the time. Indeed, they identified a wide range of different materials, such as 150 books, 800 articles, and 240 cases in total. Topics covered were mainly the seven essential elements of social entrepreneurship, which were innovation, scaling, resource acquisition, opportunity recognition, sustainable business model, organizational mission, and measuring outcomes (Brock & Steiner, 2009). Finally, but most importantly, their findings indicated that only seventy-five percent of faculty teaching social entrepreneurship assigned experiential learning activities and hand-on projects constituting approximately thirty percent of the overall course grade.

Today's higher education approaches have not just progressed in course materials and offerings but also in initiatives in the sense that some universities have integrated social entrepreneurship principles and values into their institutional missions (Meng, 2016). In Meng's research on social enterprise initiatives in higher education institutes, she compared approaches taken from the University of Oxford and Brown. Her findings stressed that leading universities can have a different understanding of social enterprises and social entrepreneurship, which stems

programs with different central focuses (2016). This difference is due to the unsettled definition of social entrepreneurship and the complex structures of social enterprise, as discussed earlier. Despite this, she identified similar initiatives taken by the different universities, such as the introduction of social entrepreneurship electives and mandatory community engagement hours into business curriculums. Furthermore, there is the introduction of different on-campus events such as guest speakers seminars and workshops organized by participants of the field. Finally, there are the universities' incentives, such as offering space, mentorship, and funding to students, alumni, staff, and even local social entrepreneurs to develop their social projects within their campuses (Meng, 2016). Additionally, faculty have also embraced various teaching methodologies such as traditional class lectures and discussions, case studies, and hands-on projects that range from shadowing and interviewing social entrepreneurs to developing a business plan for invented social ventures of their choosing (Brock & Steiner, 2009).

As leaders of innovation, higher education can use social entrepreneurship initiatives to drive systemic social and economic changes on local and international levels. The role of higher education cannot be emphasized enough in the importance it plays in shaping the future. However, several critics claim that the efforts of higher education are still far behind its desired goals as social entrepreneurship is considered a different kind of education that can be effective only outside the walls of universities (Wilson, 2016). Therefore, it is essential to argue that it is required for higher education to go beyond the integration of fundamental ideas in the existing curriculum and supporting student projects. Instead, this growing interest requires higher education to engage in the quest for participatory teaching, "real world" research, and the opening of institutional boundaries to invite influential social participation from the outside. In other words, the key is to

incorporate experiential learning in traditional classrooms with the help of existing partners of the field as a productive way to create an environment as close to reality.

Experiential Learning Approach

Over the past several decades, one of the most common options for teaching good citizenship and social responsibility had been service-learning (Brock & Steiner, 2009). Service-learning is known as the process of creating an experience through a wide range of activities combining community service with academic work. The aim is to benefit community while achieving the objectives of a certain academic curriculum (Gomez-Estern, Arias, Macarro, Cabillas, & Martínez-Lozano, 2019). Examples of service-learning options would be group work projects that require students to start a social venture backed up with a social business plan and a viable financial strategy; or consulting social enterprises to provide them with strategies and recommendations to overcome their current challenges (Brock & Steiner, 2009). Such class projects can draw students closer to understanding the complex challenges and required actions needed for the survival of a social organization. There are several studies dedicated to examining the perceived impact of service-learning on students' attitudes towards this applied learning process. Beatriz Gomez-Estern and her colleagues have conducted a recent experiment where two student focus groups were taught the same subject by the same professor but different teaching methods, one being service learning and the other being traditional lecturing (2019). After course delivery, these students were asked to rate their experience on four subscales, which were course valuation, learning, behavioral and content learning. Their findings didn't only confirm the positive impact service learning has on students evaluation on course content but also on perceived gained knowledge. These students, unlike the traditional lecturing focus group, reported to find

their participation in such learning format helped them recognize their own skills and feelings in real life situations.

At the core of service-learning has risen the notion of experiential learning that actively engages students in a project which connects the course content to serving the community (Brock & Steiner, 2009). Experiential learning is defined as the learning process that results from one's reflections after interacting with others in the real world (Kolb & Kolb, 2005). It involves tools and techniques to equip learners with experience from which they can learn (Kolb & Kolb, 2005). Using experiential learning can be a powerful tool than traditional lectures when teaching social entrepreneurship and sustainability. This process involves creative tension among the four learning modes that are responsive to contextual demands resulting in knowledge and value construction. The four elements that make up the experiential learning cycle are conceptualizing, acting, experiencing, and reflecting (Kolb, 1976). In their more recent work on experiential learning, Kolb and Kolb (2005) invites faculty and educators to create learning spaces that allow students to switch between the four elements. The basic four-stage cycle involves doing an action or experiencing an event, reflecting on what happened, conceptualizing alternatives based on the experience, and reflection and then planning future actions drawing from the learning. To put this into the test, Hockert conducted a study with the hypothesis that experiential social entrepreneurship education can increase student's perceived moral obligation towards people with disadvantages (2018). This hypothesis was confirmed and proved that experiential learning reinforces gained knowledge while impacting the students' social values and intentions (Hockerts, 2018).

One experiential- learning technique is Practical Organizational Behavior Education (PROBE), a teaching methodology developed by Nirenberg (1994) that involves students to be

experientially involved in their learning process. This technique was developed in the intent to bring practice into the undergrad organizational behavior. However, Gundlach and Zivnuska have proven how it would be possible and effective to modify it to teach business students triple bottom line concepts, sustainability, and social entrepreneurship at the undergraduate and MBA levels (2010). This approach requires individual students to serve as social entrepreneurs, whereas the whole group to behave as a social enterprise. Together, they are asked to develop economically sustainable solutions to social problems presented in the form of a business plan to a set of investors (Gundlach & Zivnuska, 2010). Unlike traditional methodologies, teachers act as facilitators in experiential learning approaches helping students reflect on their decision that has led to success or failure of their ventures (Gundlach & Zivnuska, 2010). In summary, experiential learning is a powerful tool that requires students to behave entrepreneurial and put their knowledge and principles into the test with the help of instructors who set up the rhythm of this learning process within the classroom walls.

Educational Outsourcing and Partnerships

Although experiential learning has proven to be a powerful approach to transfer practical knowledge, it depends on the teachers' preparation and expertise. In other words, the effectiveness of this approach is also related to faculties' attitudes and knowledge. As Kolb and Kolb (2015) push towards experiential learning and learning space, Hockert highlighted this limitation of expertise and learning space that instructors and universities could face in the way of engaging in this type of teaching (Hockert, 2018). Due to the wide range of resources and aspects involved, universities would not be able to provide a significant pedagogical experience on its own, which calls for educational partnerships (Carvalho & Franco, 2015). It is one thing to invite practitioners of the field to deliver an on-campus presentation to spark inspiration and another to allow them to

participate in courses and programs alongside the students actively. The most common type of partnership that takes place in higher education is an educational partnership, also known as educational outsourcing (Chou, 2012). It is the process of collaborating with other institutions and organizations to cut down costs and gain access to certain resources obtaining competitive advantages in the market (Chou, 2012). In relation to our topic, it has become mainstream for universities to partner with other universities establishing study abroad and exchange programs (Chou, 2012). In addition to universities partnering up with corporations to offer students internships and after grad jobs. However, not the same can be said about curriculum innovation. Such opportunities can create an environment in which it would be easier for students to observe and imitate those who are more skilled and experienced in the field.

A successful partnership of any kind takes a long journey to be established positively to provide valuable contributions for both parties (Chou, 2012). It is not easy to establish a successful partnership for several reasons, such as mismatch of focuses, missions, and miscommunications that occur at the first stages. In addition to that, there is the breach of trust, lack of support, commitment, and inadequate funding that can take place after the agreement and along the operational journey. However, David Chou has identified five major components that contribute both parties to their agreed collaboration, which can be guaranteed by relationship management and agreements on resource sharing and allocation. When it comes to curriculum and learning, it essential to make sure this partnership transfer added value and knowledge with the account of students' interest and needs that aren't offered in their home college. Moreover, there is the quality of the educational partnership, which is another determinant of a successful contract. This partnership should first not only maintain but improve the reputation of the parties. In response to that, Chou (2012) suggests risk and change management be able to handle the hindering and

evolving uncertainties and trends along with the project's progression. Finally, it is vital to take the geographic and economic settings into account to settle the cultural differences and values of students, faculty, and staff.

THE PROPOSAL

Now that we have underlined the essential features of social enterprise initiatives and social entrepreneurship education for universities and colleges to consider when designing their course offerings, I introduce to you a business proposal for an exclusive partnership between Nova School of Business and Economics and Dialog Social Enterprise. It is a potential partnership that can serve several objectives and stakeholders in the journey towards building knowledge and skills that impact the world.

Overview

As the leading business school in Portugal and one of the best business schools in Europe, Nova School of Business and Economics has identified itself as the pioneers of adopting new ways of learning, sharing, and growing. This proposal aims to encourage the partnership of Nova School of Business and Economics and Dialog Social Enterprise, which can result in new effective ways to deliver social entrepreneurship education and social enterprise courses. This partnership is in the form of curriculum innovation where Nova SBE will adopt Dialog in the Dark concept and outsource Dialog Social Enterprise expertise and brilliant facilitators to deliver workshops and training. These workshops will take place in one of the permanently dedicated and carefully structured room at Nova SBE Carcavelos campus where students and other participants will undergo a transformative experience towards a socially inclusive community.

Background

Dialog Social Enterprise (DSE) is a social enterprise that organizes different events in the form of workshops and exhibitions that grants the participants an opportunity to experience daily activities in the dark guided by the masters of such an environment who are the blinds. Dr. Andreas Heinecke founded Dialog Social Enterprise in 1988, and the first Dialog in the Dark exhibition to take place was in Germany in 1989. However, today Dialog Social Enterprise has an international presence in more than 41 countries in different formats where more than 9 million visitors have gone through the experience. The concept behind Dialog in the Dark is to experience the true challenges of being visually impaired, which can raise social awareness and change mindsets to support inclusive societies. In addition to that, Dialog Social Enterprise seeks partnership with community-minded companies and organizations in the hopes of training business leaders and promote employment for the disabled. Dialog Social Enterprise is internationally acclaimed as one of the best-known social business concepts worldwide.

Service Description

Dialogue in the Dark workshops is a transformative learning experience which is delivered into two parts. In the first session of the workshop, participants are asked to complete a wide range of activities, similar to many business landscapes, during a period on 2 to 3 hours in the dark. Because it is not possible to use one's visual sense, one has to activate entirely new resources, instincts, and unused potential to achieve a certain goal. Darkness can accelerates, amplifies, and anchors learning processes. Participants no longer learn from theory but practice in the face of uncertainty and discomfort as they have to create abrupt changes and handle unpredictable scenarios along with a group of participants successfully in the darkness. Then this session is

followed by a 1 to 2 hours of reflection and debriefing in the light. Therefore, all the benefits of the workshop in the dark are re-enforced by an extended time for debriefing, reflection, and consolidation of learning. Returning to a lit environment, participants share their experiences, observations, surprises, frustrations, and learnings. Finally, the topics that Dialogue in the Dark workshops could include is teambuilding, leadership, effective communication, change management as well as empathy, trust and diversity.

Objective

The objective of this partnership is for Nova SBE to outsource Dialog Social Enterprise expertise and facilitators to deliver experiential learning modules and workshops. These workshops are specifically designed to engage students and other participants within a replicated learning space as close to the reality of disadvantaged people within the university walls. It is for the main purpose of this partnership is to provoke the learning process that can enable students and practitioners to develop values and skills towards social. These workshops would be done by the end of each semester during the MSc Professional Development period. It will be implemented in one of the rooms that can be utilized permanently and fit the architectural and space requirements set by Dialog Social Enterprise. Although the far most important stakeholders involved are masters and bachelor students, these workshops are to benefit executive education, corporate partners, and others such as schools and interested community groups.

Rationale

This section of the proposal will utilize some tools such as the PEST analysis and SWOT which are necessary tools to help in developing the execution strategy in the following section. In brief, the PEST analysis will examine the major external factors that impact Nova SBE

performance and root for the partnership with Dialog Social Enterprise, which can help in fighting the social exclusivity of people with disabilities. These findings will later be used in the SWOT analysis to determine the strengths and weaknesses, and opportunities and threats of the partnership.

PEST Analysis

- **Political Factors**

As disclosed by the EACEA National Policies Platform, the Portuguese government has adopted several political commitments and national efforts to promote entrepreneurial spirit and social inclusion. Upon the depletion of its economy, the state has grown aware of the need for development. This awareness has led to an increase in education investments in the last half of the 20th century (Dias, 2014). These governmental efforts include initiating several projects to promote the social inclusion of children and young people in vulnerable communities, as well as funding initiatives aimed at improving the perspectives of school achievement in socially disadvantaged contexts. Moreover, there are tax incentives and benefits for different projects, whether being a commercial or social enterprise that deems to be beneficial for society and the economy. In addition to that, Article 28 states that companies, based on their size, should contract people with disabilities through a work contract or other forms of employment for a maximum quota of 2% of their workforce. With the combination of government initiatives and

public funds, Portugal has proven from a political stance to be an ideal social entrepreneurship driver with the support it is willing to offer.

- **Economics Factors**

However, the economic efforts do not match as Disability and Human Rights Observatory (ODDH) highlighted in their report (2018) that in recent year, 86.8% of persons with disabilities

registered as unemployed, 81.6% were in search of a new job, and 60.4% were unemployed for more than a year. In addition to that, this report reveals a 32% decrease in the number of people who received support for the acquisition of assistive devices through the Institute for Employment and Vocational Training (IEFP) from the previous year. Furthermore, only six beneficiaries reinforced with the removal of architectonic barriers and adaptation of the workspace. This reflects a weak job market for people with disability in Portugal which reflect a necessity of practice and value-based training for leaders and policymakers to generate solutions that support the economy, foster sustainability, and create jobs and regional development.

- **Sociocultural Factors**

At a sociocultural level, socially responsible behavior (SRB) and corporate social responsibility (CSR) have attracted a great deal of attention in Portugal in the past decade. One particular study by Beito (2014) was dedicated to studying the Portuguese consumer perception of CSR, where 90% of the participants shared high expectations for corporations to act in a socially responsible manner. Moreover, ICF Consulting Services submitted a report that estimated that there are almost 5000 Private Institutions of Social Solidarity (IPSS), which are social enterprises based on EU definition (2014). The most common social ventures in Portugal are work integration social enterprises (WISE) whose efforts are concentrated in acquiring social housing and community support projects for people with disabilities and specific social difficulties. This report discussed several challenges and barriers, including a lack of awareness and skills to maintain and grow the ventures.

- **Technological Factors**

On a technological level, Portugal enjoys the title of one of the best technological and entrepreneurship cities after hosting the Web Summit in Lisbon each year. FCT, Faculdade de

Ciências e Tecnologia da Universidade Nova de Lisboa, has identified a rising trend in the technological balance of payments level, representing an emerging national capacity to sell R&D services overseas. Moreover, Portuguese universities with academic and scientific focus have been located on the world ranking, which reflects the commitment of the country towards research and development. Finally, Portugal has experienced an increase in the number of cooperative ventures between companies, universities, and research institutes, even though they are primarily driven by public programs.

SWOT Analysis

- **Strengths**

In this section, we will uncover the internal strength and weakness and external opportunities and threats of the Nova SBE partnership with Dialog in the Dark. The first strength of the partnership which is also one of the keys to a successful partnership is the alignment in missions. Nova SBE's primary focus is the development of cutting edge knowledge and talent through applied programs and innovative projects. In addition to that, there is the vision of spreading this footprint beyond Portugal reaching Europe and the world. The focus is on its community, including students, teachers, staff, and partners. Whereas for Dialog Social Enterprise, its mission is to facilitate the social inclusion of people with disabilities, disadvantaged, and elderly people on a global basis with the transfer of knowledge and experience through exhibitions and workshops. In addition to raising awareness about the needs of people with disability and disadvantaged groups, the aim of workshop is to foster empathy and respect that lead to an inclusive behavior which would improve the social, economic condition. Therefore, the focus for DSE is people with disabilities, disadvantaged and elderly people. Common points from the above connect; drawing a relationship between the missions that is the focus of each party on establishing a culture of

impact to produce harmony within society. This partnership is about outsourcing for curriculum innovation. Therefore, it would be essential to assess Nova SBE and Dialog Social Enterprise's internal resources and capabilities. Both parties have a valuable international distribution network. As DSE is currently operating in 41 countries withholding various partnerships worldwide, Nova has a long list of agreements with international universities for exchange programs and corporate partnerships to offer students hands-on experience and job opportunities. Thus, each party has its fair share of global networks that would support growth and scalability beyond Portugal in the long-run. Moreover, both parties enjoy a widely recognized brand image and ranking. Nova SBE is recognized as one of the leading business schools in both Europe and Portugal while Dialog Social Enterprise is internationally acclaimed as one of the best-known social business concepts worldwide.

- **Weaknesses**

As Nova SBE obtains its beautifully designed campus and highly dedicated staff, it is to outsource Dialog Social Enterprise expertise and consultation delivered by talented and skilled facilitators that offer students the experiential learning needed. However, Dialog Social Enterprise services can be costly which may push corporates and other institutions from participating in the workshops.

- **Opportunities**

In the current state, Nova SBE has introduced a new study plan, also unknown as streams, in the Master's Degree curriculum, allowing students to have a deeper and more consistent academic learning experience in a specific field. This study plan includes fixed and mandatory courses and other activities such as modules and special classes. In particular, one stream is social enterprise, an area of expertise focused on building socially responsible global leaders in both for-

profit and nonprofit organizations. This stream includes courses such as consulting, financial services and consumer products, educational and health institutions, social services, and governmental institutions. Nova SBE has also taken several initiatives towards society, such as Inclusive Community Forum (ICF), a project dedicated to investigating root causes of social exclusivity and developing solutions. In addition to that, Nova SBE has organized sustainable forums and social venture fairs with the hope of encouraging students to participate in volunteer work and internship opportunities with local social enterprises. These initiatives reflect the true nature and values of Nova SBE towards its students and the community. Thus, this partnership represents an opportunity for Nova SBE to adopt a new learning approach that complements and advances its current approaches and initiatives.

- **Threats**

Disability and Human Rights Observatory (ODDH) highlighted in their report (2018) that in recent year there was a 28% rise in the enrollment of students with special educational needs in universities. However, only half of the facilities in Portugal were equipped and adapted for students with disabilities. This represents a threat to our university as it is not set up for people with disability and students with special educational needs.

RECOMMENDATIONS

For Nova SBE to continue generating cutting-edge knowledge, it needs to seek external expertise and talents to engage with its community of students, faculty, and staff. This educational outsourcing roots for curriculum innovation, which can benefit different stakeholders and drive change in society. Unlike other initiatives, this approach complies to the features of social entrepreneurship and social enterprises.

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